

New York State Education Department

Local Assistance Plan Self-Reflection Process Document

Name of principals:	John Callan		
Name/number of school:	Brentwood High School		
School address:	2 Sixth Avenue, Brentwood, NY 11717		
School telephone number:	631-434-2391/631-434-2201	Principal's direct phone number:	631-434-2204/631-434-2561
Principal's e-mail:	jcallan@bufsd.org		

A Message to School/District Leaders:

The Local Assistance Plan (LAP) Self-Reflection Process Document provides school-based teams the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps on their LAP that will support increased student academic achievement.

Schools should use the self-reflection as an opportunity to reflect on the Statements of Practice in the DTSDE rubric through the lens of the subgroup for which the school has been identified. Schools should provide a realistic picture regarding the **quality** and **effectiveness** of the work the school is doing.

Reason for Identification

Please provide information on the subgroup(s) and reasons for identification as a LAP School.

1. List any subgroup(s) identified as a result of performance on state assessments or gaps in performance between the group and the all students group	ELL Math and ELA
2. Does the school have one or more subgroups that have been identified for failing to meet the 95% participation rate requirement? Please list the subgroup(s).	Yes. ELL Math and ELL ELA
3. If your school has a subgroup that was identified solely because it failed to meet the participation rate requirement - which subgroup in your school, based on internal	

assessments, needs to improve its academic performance?	
---	--

Completion of the Self-Reflection Process Document, based on Reasons for Identification:

- If your school has one subgroup identified as a result of performance on state assessments or gaps in performance between the group and the all students group, please complete the Self-Reflection Process Document. Once the Self-Reflection Process Document is complete, please use the results of the Self-Reflection to guide creation of the Local Assistance Plan.
- If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please consider all identified subgroups when answering each of the prompts in the Self-Reflection Process Document. For some prompts, the answers may be different for each of the identified subgroups. In those instances, the school should provide a response for each subgroup, which would result in multiple responses for the individual Statement of Practice prompt. For other prompts, the answers may be the same for the different identified subgroups. In those instances, the school can provide one response for the multiple identified subgroups. Once the Self-Reflection Document is complete, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.
- If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please do **one** of the following:
 - Option 1: Proceed with completing the Self-Reflection Process Document and creation of the Local Assistance Plan for the identified group. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section.
 - Option 2: Complete the Self-Reflection Process Document and create a Local Assistance Plan for a subgroup identified by the school or district as in need of improvement based on internal assessments. The school will need to provide information on the assessments that were used to make the determination. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section. A school and district may choose Option 2, if for example, the school has been identified as LAP by NYSED based on the failure of the English Language learner (ELL) subgroup to meet the participation rate requirement. The school and the district have evidence that the ELL subgroup is making the appropriate progress with academic achievement in relation to the state standards. Therefore, the school and district choose to focus the Self-Reflection Process and the LAP plan on the Low Income student subgroup, for which the school and district have evidence that academic performance needs improvement.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
John Callan	Principal
Dr. Lisa Rodriguez	Assistant Principal
April Seneus	Administrative Intern
Wanda Rivera-Ortiz	Coordinator Bilingual/ENL
Paula Ribeiro	Assistant Coordinator Bilingual/ENL
Mary Alice Gans	ENL/Bilingual HS Department Head

Instructions for completing the Self-Reflection Process Document:

- ✓ Before completing this form, we suggest you take a moment and review the Diagnostic Tool for School and District Effectiveness rubric. The DTSDE rubric and more information on how to use the rubric can be found on this website: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>.
- ✓ In your review of the rubric, be sure to look at the impact statements for each Statement of Practice (SOP).
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
 - Review the SOP, and the corresponding Impact Statement.
 - Take time to consider how you would answer the Modified LAP Guiding Question/SOP Prompt.
 - **Avoid providing a list of activities**, unless you can provide evidence of how you know they are **having an impact and adding value** to the school, especially in terms of student achievement and the quality of education.
 - Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase “The school leaders” has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders’ decisions and practices.
 - Within each Modified LAP Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, green text.**
 - When answering “Yes” to any question below, be sure that **all aspects** of the Modified LAP Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted green.**
 - Your answers to the Modified LAP Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.
 - Once you have completed the Tenet sections of this document, please review the information gathered, and complete the “Whole School Reflection.”
 - If the school has been identified for participation rate, please complete the “Promoting Participation in State Assessments” section of the Self-Reflection Process Document.

Please complete the Local Assistance Plan template using the information collected with the Local Assistance Plan Self-Reflection Process Document. The Plan Template must be shared with the local board of education, be approved by the local board of education, and be posted to the district’s website by no later than July 29, 2016-2017 LAP School Self-Reflection Process Document

2016. The Local Assistance Plan Self-Reflection Document must be kept on file at the school and district offices.

Tenet 2

Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

IMPACT: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.

Modified LAP Guiding Question/SOP Prompt: Have school leaders worked with the school community to develop and promote goals/mission/vision specifically for the identified subgroup **that drive and bring about sustained school improvement?**

School's response (between 10-200 words): The school leaders will:

- Staff meeting(s) will be held in order to share the vision for student achievement.
- Results from NYSESLAT, Mathematics and ELA Regents will be reviewed and analyzed by staff members, Department Heads, School Improvement Team and instruction will be re-aligned to target deficiencies
- General Education, ENL and Special Education Teachers will meet jointly for Departmental Meetings and Superintendent Conference Days in order to develop specific, measurable, results oriented and timely goals.
- Implementation time lines will be created in order to ensure the realization of the vision.
- The vision will continue to be shared in both Spanish and English to all parents via Bilingual Parent Nights, College Fairs and Guidance Events.
- Continue to encourage parents who are also English Language Learners to participate in the Adult ESL classes offered in the evening as well as GED classes offered in both English and Spanish.
- Continue to provide frequent communication, both written and oral, to families in their spoken language via, CR Part 154-2 Informational Workshops, and Bilingual Parent Nights.

Staff and other resources used to implement these strategies:

- Continue collaboration between the Bilingual Coordinator, HS Building Principals and the High School ENL/Bilingual Department Head.
- Under Title III, a bilingual newsletter will be published several times a year which will inform students and parents of upcoming events, academic expectations and it will also feature student writing.
- The District newsletter, published bilingually, will continue to provide parents with important

information regarding district-wide events and available resources.

- Families will continue to receive the Bilingual Parent Handbook offered English and Spanish which provides pertinent information regarding State regulations, academic expectations and suggested activities which promote learning acquisition at home.
- The District will provide a link, on the District's Website, which will enable parents to access the Bilingual Handbook.
- The District Calendar is mailed to all parents in both languages identifying BOE members, Central Administration, Building Contact Information, Registration Information, Policies as well as District Events.
- Students receive an agenda book, in both languages, which include the Mission Statement, Rules and Procedures, as well as giving students the opportunity to organize their homework and quiz and test results.

Professional Development activities include:

- Leadership Team Meetings will continue to provide administrators with the latest research based strategies in the areas of data analysis and second language acquisition.
- Leaders will attend conferences and Professional Development Workshops specifically designed to increase support of ELLs/MLLs instruction.
- The High School Leadership Team will continue to participate in weekly Basic Spanish Communication classes.
- Job embedded professional development on the use of the Bridges Curriculum and ALEKS program will be provided to staff utilizing coaching and peer mentoring.
- Funding Allocation proposal for the 2017-2018 High School Local Assistance Plan will:
 - a. Add one session for a total of 9 sessions of SIOP/Writing to learn job embedded coaching by Erick Herrmann for Bi-Lingual and ENL teachers. The Department Head Bilingual and ENL will monitor the learning data to assess the progress towards professional development and academic achievement goals.
 - b. Two Aquos Boards for ENL/ELA/Bi-Lingual classes
 - c. Tablets and Storage case- students will be able to use the ALEKS math program in the classroom.

Answer **one** of the following statements regarding the impact of the school leaders' vision.

- a. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as:

- b. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as:

The education and the engagement of parents and families of English Language Learners are essential to academic success. During the 2016-2017 school year, Title III funds were used by the district to support and educate parents with a focus on building home-school connections, learn about State regulations and educational programs, provide after school and summer enrichment classes, and provide workshops to the community. The Bilingual and ENL Department developed the **Community Plaza / Plaza Comunitaria** to offer parents the opportunity to be active participants in their children's academic growth and success. The following programs and outreach opportunities for parents of ELLs were provided: **COMMUNITY PLAZA / PLAZA COMUNITARIA**

- How to Initiate Request for Deferred Action for Childhood Arrivals (DACA)? by Make the Road NY

- Immunizations: How to Protect Your Child? by Suffolk Dept. of Health
Career Awareness: Pathways to Success in Your Vocation, College and/or Career

- Graduation Requirements: How to Acquire the Credits You Need to Acquire a Diploma?

- Parent Portal: Gain Access to Information on Your Child's Progress Instantly

Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.

Modified LAP Guiding Question/SOP Prompt: Have school leaders used resources strategically to bring about **school improvement and increased student success** for the identified subgroup?

School's response (between 10-200 words):

The school leaders have implemented the following staff and other resources to identify ELLs student performance levels:

- Continue collaboration with the District Coordinator to better monitor the progress of ELL/MLL's in Bilingual, SIFE, ENL/ELA and general education classes.
- Reports generated by Scholastic SAM system will show how students progress on specific reading comprehension skills.
- Thorough review and selection of ENL instructional materials aligned to the CCLS to ensure continuity among proficiency levels.

If applicable, provide the **TWO BEST** examples of measureable improvements that have come because of the school leaders' decisions regarding resources for the identified subgroup by completing the following sentences.

The school leaders made the decision to identify the need to expand staff development workshops for ENL, Bilingual, General Education and Special Education teachers in order to implement effective English Language development strategies. We know this decision was correct because of the following improvements in data:

- Increased Title III and Title I funds were utilized to deepen teachers understanding of how to utilize research based English language development strategies such as the SIOP model and Collins Writing to enable ELLs to access core curriculum and improve writing skills.
- The school leaders made the decision to encourage the collaboration of the Coordinator of Bilingual and ENL Programs with the ELA and Math Coordinators and Departmental Heads in order to offer a

series of staff development workshops and coaching sessions to target Common Core Math skills, Collins' writing strategies, the implementation of Sheltered Instruction Observation Protocol (SIOP) in general education classrooms. We know this decision was correct because of the following improvements in data:

- During Formal and Informal observations students presented evidence of increased application of academic vocabulary.
- Teachers' lesson plans included language and content objectives. Listening, speaking, reading and writing skills were evident in many classrooms.
- Common planning and teacher collaboration increased.
- Teachers met with the ENL/Bilingual Coordinator and HS Dept. Head to evaluate the progress of SIFE students throughout the school the year.
- The HS became the first BRIDGES LAB site on Long Island to identify best teaching practices for SIFE students at the high school level.
- The used of the ENIL assessment in the SIFE ENL/ELA classroom provided evidence of SIFE students reading level growth.
- Former ELLs/MLLs enrolled in AIS class to monitor their ELA academic progress.
- Co-teaching courses were developed- This model provided small group instruction and targeted specific areas in need of improvement for individual of ELL/MLL students. Instruction was carefully planned for students to accelerate English Language proficiency and master grade level academic ELA core instruction. Students' progress was being monitored by the RI (Reading Inventory) and classroom formative and summative assessments.
- Grade 11 ELLs/MLLs who had not passed the ELA Regents were assigned to an ENL Academic Writing course designed to help students develop a global view as they develop the skills that are needed to be College and Career Ready. Instruction focused on close-reading strategies, developing academic writing skills, and preparing for the ELA Regents Exams.
- Funds were utilized to deepen teachers understanding of how to utilize research based English language development strategies such as the SIOP model and Collins Writing to enable ELLs to access core curriculum and improve writing skills as evidenced by walk-throughs, observations, and ALEKS concept mastery reports.

Statement of Practice (SOP) 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.

IMPACT: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.

Modified LAP Guiding Question/SOP Prompt: Have school leaders increased the instructional capacity of staff for the identified subgroup through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction for the identified subgroup exists?**

School's response (between 10-200 words): The school leaders

The school leaders have initiated job embedded professional development and scheduled workshops to train staff in the use of Assessment and Learning Knowledge Spaces in order to increase instructional capacity for the ENL Math population. Also, the school leaders have continued to provide professional development to support teachers during the implementation of the Bridges Curriculum in the form of job-coaching, peer mentoring and workshops.

Answer one of the following regarding the impact of the Instructional Leadership:

- a. We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as:

We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as:

- 1) Using the Assessment and Learning Knowledge Spaces (ALEKS) which is a web-based program that using adaptive questioning to assess student's strengths and weaknesses. Students are provided with one-to-one instruction that they can access 24/7 from virtually any web based computer in their native language. The pre-test and post test scores show growth as evidenced in the concept mastery reports generated using ALEKS.; 2) Through the Bridges Curriculum teacher teams and schools have established systems to ensure they can adjust instruction to address new developments in student progress.
- a. At the moment, we are unable to confirm that the school's approach toward instructional leadership and targeted feedback is making a difference for the identified subgroup based on:

- b. We have decided to revisit the school's approach toward instructional leadership and targeted feedback for those who teach the identified subgroup as a result of the following measurable data:

Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

IMPACT: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems to track and monitor individual and school-wide practices for the identified subgroup to know what is happening in the school, and do they use this insight to make informed decisions that will **move the school's work with the identified subgroup forward?**

b. **School's response (between 10-200 words):** We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as:

Using the Assessment and Learning Knowledge Spaces (ALEKS) which is a web-based program that using adaptive questioning to assess student's strengths and weaknesses. Students are provided with one-to-one instruction that they can access 24/7 from virtually any web based computer in their native language. The pre-test and post test scores show growth as evidenced in the concept mastery reports generated using ALEKS.

If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use for the identified subgroup :

EXAMPLE:

The school leader(s) learned that 60% of office referrals occurred during 6th period lunch <identify something learned through the school leader's system/structure for the identified subgroup > as a result of the monthly behavior team's review of schoolwide office referral data <identify system/structure for the identified subgroup >. This led the school leader(s) to hire an additional monitor for the lunchroom, provide additional training on de-escalation techniques to lunch room monitors, and ensure that an administrator visited the lunch room during 6th period each day <identify response/decision based on this insight for the identified subgroup >. We know this response was a good approach because the number of office referrals during 6th period lunch has decreased each month over the past three months from 69 to 31 to 22 to 10 <identify the data used to determine if the response was successful for the identified subgroup >.

TENET 2 - NEXT STEPS

Identify 1 to 5 NEXT STEPS the school leaders see as essential to improve the work with the identified subgroup school wide:

1. Bilingual/SIFE ELL classes will utilize SYSTEM 44, an interactive self-adjusting, multi-modality instructional tool to help students master the alphabetic principle. Reports generated by Scholastic SAM system will show how students' progress on specific phonetic skills.
2. Bilingual/SIFE ELL classes will use Assessment and Learning Knowledge Spaces (ALEKS) school leaders have established a system of formative and summative assessments that can be used to measure growth for the ENL population. Modify instructional practices as needed based on the learning data.
3. Job embedded professional development will be provided to staff utilizing coaching and peer mentoring on the use of the Bridges Curriculum and ALEKS program.
4. Funding Allocation Proposal for the 2017-2018 High School Local Assistant Plan will:
 - a) Add one session for a total of nine sessions of SIOP/Writing to Learn Embedded Coaching by Erick Herrmann for Bi-Lingual and ENL teachers. The Department Head Bilingual & ENL will monitor the learning data to assess the progress towards professional development and academic achievement goals.
 - b) Two AQUOS Boards for ENL/ELA/Bilingual Classrooms
 - c) Tablets and Storage case – students will be able to use the ALEKS math program in the classroom
5. Thorough review and selection of ELL instructional materials aligned to the CCLS to ensure continuity among proficiency levels.

TENET 3 – CURRICULUM

Statement of Practice (SOP) 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

IMPACT: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

Modified LAP Guiding Question/SOP Prompt:

Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum for the identified subgroup that takes into account student needs and **leads to college and career readiness?**

School's Response:

The school leaders have implemented the following to ensure that staff are able to develop and offer a rigorous, coherent curriculum for the identified subgroup that takes into account student needs and leads to college and career readiness:

At the secondary level, Developing ELL students enrolled in a Bilingual program also take content area classes in English. Teachers differentiate instruction utilizing the SIOP Model to plan their lessons and provide scaffolded support. Developing ELLs at the transitioning level receive an additional period of ENL stand alone instruction. NYSESLAT data analysis reveals that our Developing ELLs' weakest areas have been in reading and writing; hence the focus of instruction at the secondary level is on increasing academic vocabulary, teaching close reading strategies and providing intensive writing instruction. Guidance counselors also play a crucial role in providing support to our secondary level Developing ELLs. They meet with students periodically to provide them with individualized and group academic counseling, review their progress reports and ensure they are aware of the extra supports offered at the schools.

ENL/ELA, HLA, Math materials purchased at the secondary level to target ELLs/MLLs:

- *BRIDGES Curriculum*
- Leveled Libraries
- ENL/ELA Created Curriculum
- *Keystone Level D*
- *Santillana, RIGOR*, Spanish leveled readers and Spanish Novels
- Pre-Algebra, Algebra Common Core-Pearson
- Rosetta Stone
 - A private consultant from Collins Inc. provided instructional coaching cycles to ENL, ELA and Bilingual teachers servicing ELLs/MLLs. These coaching sessions were instrumental to teachers for proper application of SIOP strategies. Teacher feedback was positive and they have requested additional coaching sessions for the 2017-2018 school year.
 - Close collaboration with the L.I.RBERN provided additional resources to the Bilingual/ENL Coordinator and HS Dept. Head.
 - Develop a schedule of instructional coaching cycles to provide support for teachers servicing MLLs/ELLs. This will ensure the application of the strategies identified in The Sheltered Instruction Observation Protocol model (SIOP), ALEKS, and the Bridges Curriculum. Classroom coaching will ensure the application of the strategies identified and guide staff in the use of the newly adopted materials.

Statement of Practice (SOP) 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

IMPACT: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

Modified LAP Guiding Question/SOP Prompt: Do teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught **prepares the identified subgroup for their future?**

School's Response:

Teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught prepares the identified subgroup for their future using the following:

- Throughout the school year, faculty members collaborated to review SIFE student progress in the areas of math, ENL/ELA, science, math and Spanish to discuss student progress.
- The Keystone Diagnostic Test was administered to entering ENL students to provide a snapshot on why and how students may still be struggling or exceeding in the area of English language development. The results were used to inform instruction and recommend students to move to other higher level ENL courses.
- Teachers analyzed the NYSELAT assessment scores to identify areas of weakness at the beginning of the school year.
- Data from formative and summative assessments was used to identify which language modality required further development.
- ENL/ELA teachers used the SIOP Model to plan lessons and deliver instruction.
- Type One and Type Two Collins writing prompts were used to encourage writing across the curriculum. Teachers use the data from frequent formative evaluations to develop lessons that support students in meeting Common Core Learning Standards.
- Concept mastery reports and adaptive questions generated by Assessment and Learning Knowledge Spaces (ALEKS) will be used to monitor student progress, develop professional development goals, and adjust instruction for the ELL/MLL Math population that is tailored to the individual needs of the student.

Statement of Practice (SOP) 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

IMPACT: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

Modified LAP Guiding Question/SOP Prompt:

Are teachers providing interdisciplinary curricula for the identified subgroup and working together to connect the curriculum across subjects for the identified subgroup in ways that increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?

School's Response:

Teachers are providing interdisciplinary curricula for the identified subgroup and working together to connect the curriculum across subjects for the identified subgroup in ways that increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success by:

- Integration of English language arts and technology within their unit lesson plans to enhance curriculum
- Assign SIFE students to Rosetta Stone, Bridges curriculum, technology based instruction to master the alphabetic principle and develop oral language proficiency.
- Encourage bilingual students to participate in building-wide creative writing competitions in the language of their choice.
- Encourage HLA students to participate in a poetry recitation, showcasing language, literature and culture.
- Provide opportunities for enrichment through Title I and Title III after-school programs that target the main subject content areas, math, social studies, science, ENL and ELA.
- Staff collaborate and share ideas on how to incorporate the arts and technology into plans at departmental and faculty meetings. This time is also used to provide professional development and develop curricula across grade and subject areas that increase student engagement, deepen students' understanding of the curriculum and provide better opportunities for student success.

Statement of Practice (SOP) 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

IMPACT: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

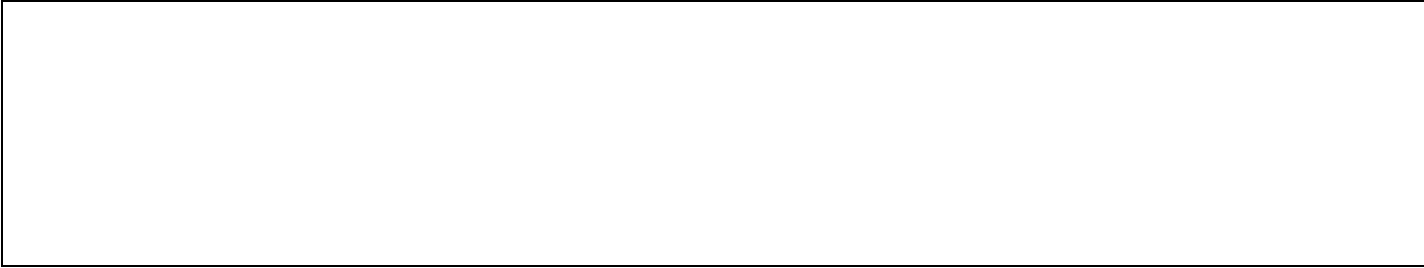
Modified LAP Guiding Question/SOP Prompt:

Are teachers using a range of assessments for the identified subgroup to guide and inform their curriculum planning, and are they giving students in the identified subgroup the feedback they need to **ensure ownership of learning and improve achievement?**

School's Response:

Teachers use a range of assessments for the identified subgroup to guide and inform their curriculum planning, and are they giving students in the identified subgroup the feedback they need to ensure ownership of learning and improve achievement:

- Teachers and school administrators will track students' progress in greater detail utilizing formal, informal and interim assessments, and provide feedback to students and parents.
- Content area teachers will use Method Test Prep, software purchased by the district to prepare students for state and college entrance exams. Students have access to Method Test Prep at both school and home. Their progress is monitored by the classroom teacher.
- Teachers will analyze students' work products collaboratively and identify trends and patterns to inform instruction.
- The Reading Inventory (RI) Assessment will be administered to Transitioning and Expanding ELLs/MLLs two times per year. This will provide growth and diagnostic reports for each student. Teachers will utilize the Growth Reports in order to target instruction.
- Utilize expertise of the Informational Technology Department (IT) to customize reports to map out clearly and timely path for progress and growth based on student outcomes.
- Teachers will access the BOCES Assessment reporting System (BARS) reports in the BOCES website in order to use the data to adapt instructional plans that capture current students' achievement.
- BOCES Data Expert will provide customized ELL data report to the Coordinator of Guidance to ensure proper identification of Graduation Cohorts. This report will be disseminated in September and mid-year to the SS, ELA and ENL Dept. Heads to ensure students are enrolled in Regents Preparation courses.



TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

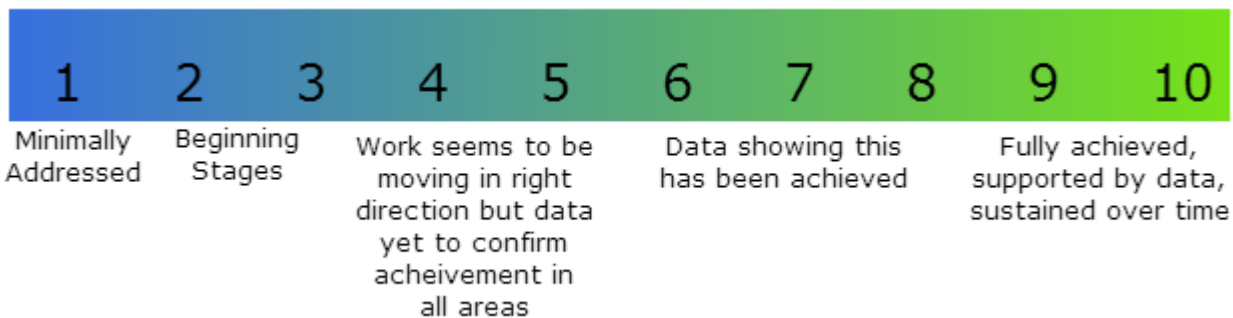
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response: 8



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?

If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup? NYSELAT Testing, NYS Regents Exam student achievement data, RI Scores, Interim Assessments, ALEKS concept mastery reports and Graduation Rates

TENET 3 –Curriculum

B. Provide response when applicable:

The curriculum for the identified subgroup looks different this year compared to previous years:

In what **students** do, **such as**:

- Students will attend Regents review as well as Saturday enrichment academies and after school programs
- Students will engage technology based instruction such as Rosetta Stone to master the alphabetic principle and develop oral language proficiency.
- Bilingual students are being encouraged to participate in Building-wide creative writing competitions in the language of their choice.

In what **adults** do, **such as**:

- Teachers are tracking student progress in greater detail
- Teachers are working collaboratively to integrate arts and technology into the curriculum

In the **way the school is organized**, **such as**:

- ELL classrooms have been physically integrated into other content area hallways

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving Curriculum for the identified subgroup are:

- Entering ENL students will be administered the Keystone Diagnostic Test to provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The results inform instruction.
- Teachers analyze the NYSELAT assessment scores to identify areas of weakness at the beginning of the school year.
- Teachers dis-aggregate the data received from formative and summative assessments in order to identify which modality requires further development.
- Teachers use the SIOP Model for classroom organization and delivery of instruction to plan and implement instruction using instructional indicators such as comprehensible input and the building of background knowledge.
- Teachers and school administrators will track students' progress in detail utilizing formal, informal and interim assessments during the implementation of the Bridges curriculum and ALEKS. This learning data is used to provide feedback to students and parents and adjust instructional practices.

Tenet 4

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

IMPACT: The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

Modified LAP Guiding Question/SOP Prompt:

Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices for the identified subgroup are informed by data, reflective of students' needs and learning styles, and **lead to increased achievement for the identified subgroup and to meeting students' goals?**

School's Response: The leaders have taken the following actions to increase reading and math achievement for the ELLS:

- Identification of 2013 and 2014 cohort students with extensive outreach to Students with Disabilities (SWD) and English Language Learners (ELL) students.
- Targeting students for prep classes in after school programs and Saturday Academies.
- Monitoring and intensive programming of cohort 2013 and 2014 students.
- Identification of at-risk students through departmental meetings.
- Extensive attendance outreach and academic intervention through our Attendance Officers Department.
- Differentiated instruction in Math (using ALEKS) and ENL/ELA classes takes place throughout the day.

- In order to better target intervention for these ELL students, Math and ENL/ELA teachers schedule use of the Computer room during specific periods of the school day.
- Teachers have developed and implemented targeted Regents prep units to facilitate student understanding and achievement including the instruction modifications needed for student success.
- Former ELLs/MLLs enroll in AIS class to better monitor ELA academic progress.
- Co-teaching courses has been developed- This model provides small group instruction and targets specific areas in need of improvement for individual of ELL/MLL students. Instruction is carefully planned for students to accelerate English Language proficiency and master grade level academic ELA core instruction. Students' progress is being monitored by the RI (Reading Inventory) and classroom formative and summative assessments.
- Grade 11 ELLs/MLLs who had not passed the ELA Regents have been assigned to an ENL Academic Writing course designed to help students develop a global view as they develop the skills that are needed to be College and Career Ready. Instruction focuses on close-reading strategies, developing academic writing skills, and preparing for the ELA Regents Exams.
- Teachers submit written Reflection documents to create short and long term goals which will guide their instructional practices.
- Teacher designed departmental Student Learning Objectives set short and long term targets based on subject specific benchmarks.

Staff and other resources used to implement these strategies include:

- Accounts will be created for all students in Method Test Prep. The target population will be assigned Regents preparation module(s).
- Students will also be provided opportunities in the classroom to work on Integrated Algebra/ELA Regents prep modules assigned by their classroom teacher.

Professional Development Activities include:

- Ongoing Professional Development in the following areas; SIOP Model, CCLS (Common Core Learning Standards), using data to plan and set student goals, Collins Writing, NYSUT Observation Protocol Framework for Professional Practice, using formative and summative assessments to monitor and revise curriculum, using rubrics with the language of the CCLS to provide specific feedback to students.
- Teachers will be provided with professional development on accessing BOCES Assessment Reporting System (BARS) reports in the BOCES website in order to use the data to adapt instructional plans that capture current students' achievement.

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

IMPACT: Instructional practices lead to high levels of student engagement and achievement.

Modified LAP Guiding Question/SOP Prompt: Do the teachers' instructional practices for the identified subgroup incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to **high levels of engagement and improved achievement for the identified subgroup?**

School's Response:

Actions in this area to increase reading and math achievement for the Limited English Proficient Students:

- Bilingual content area and NLA teachers recently attended a Collins Writing workshop. They are utilizing the five types of writing identified in the program to provide explicit instruction in writing.
- 10th grade ELA students and Intermediate ESL students will be given the SRI (Scholastic Reading Inventory). The SRI will determine students' Lexile level and will guide teachers in choosing appropriate material, assisting students to achieve targeted goals.
- Departments have participated in in-depth training in SIOP (Sheltered Instruction Observation Protocol). The SIOP model places emphasis on both Language and Content objectives. Emphasis was placed on LEP/ELLs and students with disabilities. The plan is for all teachers in the building to receive this training.
- Teachers participated in summer curriculum writing in order to update curriculum maps and pacing guides in ELA, NLA and in mathematics. Emphasis was placed on aligning these documents with Common Core Learning Standards.

Staff and other resources that will be used to implement these strategies:

- District resources were utilized to provide Collins Writing training and provide teachers with a copy of the book entitled, *Collins Writing Programs Improving Student Performance Through Writing and Thinking Across the Curriculum* by John J. Collins, Ed. D.
- SIOP training for teachers was also paid for by district and Title I and Title III funds. Teachers received a copy of the book entitled, *99 Ideas and Activities for teaching English Learners with The SIOP Model* by Mary Ellen Vogt and Jana Echevarria and *Explicit Instruction for English Language Learner* by John R. Hollingsworth and Silvia Ybarra
- District funds were allocated for summer curriculum writing. Materials that were created and provided to teachers which included curriculum maps and timelines, assessment benchmarks allowing multiple points of access for all students.

- ENL/ELA, Spanish textbooks in the core areas and NYSESLAT preparation workbooks were purchased for all high school ENL/ELA and Bilingual classes.

Professional Development Activities:

- ENL/ELA teachers will continue to receive SIOP and Collins writing training.
- ENL, Bilingual, Special Ed, Social Studies, Math and ELA teachers at the high school will continue to receive SIOP training. SIOP instructional coaching days will be added during the 2017-2018 school year.

Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

IMPACT: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

Modified LAP Guiding Question/SOP Prompt:

Do the teachers' instructional practices meet the diverse needs of the class, allow students in the identified subgroup to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking **leading to increased achievement?**

School's Response:

Actions in this area to increase reading and math achievement for the Limited English Proficient Students:

- Through summer curriculum writing projects, many of the curricula have been aligned to the New language Arts Progressions, TOMs and Home language Arts Progressions.
- ELA and ELL teachers will work collaboratively to improve the delivery of instruction to ELLs/MLLs with a focus on scaffolding the complexity of questioning techniques.
- Staff will continue to create a risk free learning environment where all students are respectful to one another and student diversity is acknowledged and celebrated.
- Staff will continue to connect the subject area to students' interests and goals.
- Classroom walls reflect the linguistic and cultural diversity of the student population.

Staff and other resources that will be used to implement these strategies:

- District resources will be utilized to continue the work begun by the summer curriculum projects.
- The Bilingual District Coordinator will work closely with the High School Leadership Team in the

supervision of staff in the areas of: explicit instruction, questioning techniques, the use of data to inform instruction and the implementation of the SIOP model.

- Classroom libraries will continued to be added in the Bilingual and ENL/ELA classrooms to promote independent reading and improve language acquisition and development.

Professional Development Activities:

- Staff will continue to receive professional development via departmental and faculty meetings targeting questioning techniques, meta-cognitive strategies and explicit vocabulary instruction.
- We will continue to provide professional development to reinforce research-based instructional practices that serve to strengthen students’ ability to meet the rigor of the new standards.

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

IMPACT: Data-based instruction is timely and purposeful and leads to high levels of student achievement.

Modified LAP Guiding Question/SOP Prompt: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings with the identified subgroup while engaging students in self-evaluation through feedback and other approaches **to ensure that students in the identified subgroup are learning at high levels?**

School’s Response:

Actions in this area to improve student performance levels:

- School administrators will continue to conduct frequent classroom observation and provide actionable feedback in order to improve instructional strategies and increase students’ engagement and self-reflection.
- Teachers and school administrators will continue track students’ progress in greater detail utilizing formal, informal and interim assessments, and provide feedback to students and parents.
- Teachers will continue to analyze students’ work collaboratively and identify trends and patterns to inform instruction.
- Teachers and school administrators will continue to regularly monitor the progress of the identified subgroups’ performance.
- Teachers will continue to use differentiated strategies to meet students at their entry levels.
- Teacher lesson plans and assessments will continued to be reviewed by the academic department chairs as well as the Bilingual and ENL department head in order to ensure that these are aligned to the New Language Arts Progressions and/or Home Language Arts Progressions with the appropriate rigor and intensity.

Staff and other resources that will be used to implement these strategies:

- The RI Reading Assessment will be administered to the Transitioning and Expanding level students in the ENL/Bilingual Program two times a year. This will provide growth and diagnostic reports for each student. Teachers will utilize the Growth Reports in order to target instruction.

Professional Development Activities:

- Ongoing Professional Development in the following areas; SIOP Model, CCLS (Common Core Learning Standards), using data to plan and set student goals, Collins Writing, NYSUT Observation Protocol Framework for Professional Practice, using formative and summative assessments to monitor and revise curriculum, using rubrics with the language of the CCLS to provide specific feedback to students.

TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

4.2 The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

4.3 Instructional practices lead to high levels of student engagement and achievement.

4.4 Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

4.5 Data-based instruction is timely and purposeful and leads to high levels of student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response: 8



1
Minimally Addressed

2
Beginning Stages

3
4
5
Work seems to be moving in right direction but data yet to confirm achievement in all areas

6
7
8
Data showing this has been achieved

9
10
Fully achieved, supported by data, sustained over time

Answer **one** of the following based on your response to the question above:

If your answer was a number between 6 and 10, what MEASURABLE data can you point to as evidence this has been achieved for the identified subgroup?

NYSELAT Testing, NYS Regents Exam student achievement data, RI scores, ALEKS concept mastery reports, Interim Assessments, and Graduation Rates

TENET 4 –Instruction

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

- In what **students** do, **such as**:
Students will engage in one-to-one instruction that is tailored to meet their needs using the Assessment and Learning Knowledge System.
- In what **adults** do, **such as**:
Teachers will utilize ALEKS to provide an increased level of scaffolded support and targeted feedback to ELL/MLL students in the area of math while in school and at home.
- In the **way the school is organized**, **such as**:
The the space and time of the school learning environment have been expanded with the inclusion of the ALEKS web based learning system.
- In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving Instructional Practices for the identified subgroup are:

- School administrators will conduct frequent classroom observation and provide actionable feedback in order to improve instructional strategies and increase students' engagement and self-reflection.
- Teachers and school administrators will track students' progress in greater detail utilizing formal, informal and interim assessments, and provide feedback to students and parents.
- Teachers will analyze students' work collaboratively and identify trends and patterns to inform instruction.
- Teachers and school administrators will regularly monitor the progress of the identified subgroups' performance.
- Teachers will ensure differentiated strategies to meet students at their entry levels using the Bridges program and ALEKS.
- Teacher lesson plans and assessments will be reviewed by the academic department chairs as well as the Bilingual and ESL department chair in order to ensure that these are aligned to CCLS with the appropriate rigor and intensity.

Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

IMPACT: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems that identify the social/emotional developmental health needs for the identified subgroup to ensure that **appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?**

School's Response:

The school leaders established systems that identify the social/emotional developmental health needs for the identified subgroup to ensure that appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed:

- The High School utilizes the School Improvement and Parent-Teacher-Student Association to expand and improve efforts to involve the parents of ELLs/MLLs.
- Student interviews are used to identify the social/emotional developmental health needs for ELLs/MLLs to ensure appropriate social/emotional developmental health supports. Student interviews revealed that they feel safe and supported in their social emotional developmental health

growth, and have a voice in decisions that impact their lives.

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

IMPACT: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

Modified LAP Guiding Question/SOP Prompt: Are **students' social/emotional health needs being met** as a result of the school's social/emotional curricula, programs, and materials and the professional development for the identified subgroup addressing social/emotional developmental health?

School's Response:

Students' social/emotional health needs are being met as a result of the school's social/emotional curricula, programs, and materials and the professional development for the identified subgroup addressing social/emotional developmental health:

- Teachers make Text to Self-Connections and Text to Text connections to activate prior knowledge resulting in improved comprehension.
- Students are engaged in cooperative learning experiences that allow them to develop social-emotional learning skills.
- Sheltered classroom instruction (students remain with their Bridges classmates and teachers throughout the school day) to provide a safe and comfortable learning environment. □
- A carefully-designed classroom environment used as a resource for learning □
- Attention to building a productive and welcoming class community, with the development of necessary cultural adaptation, solid academic habits, a strong sense of social/emotional/psychological well-being. □

Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning,

and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

IMPACT: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school strategically organized their work for the identified subgroup with school stakeholders to support students' **social/emotional developmental health needs and remove barriers to success?**

School's Response:

The school strategically organized their work for the identified subgroup with school stakeholders to support students' **social/emotional developmental health needs and remove barriers to success**

- Parents are provided with workshops to facilitate an understanding of the progression within the programs for English language learners offered in the school, course requirements, graduation requirements, and the college application process.
- During the Secondary Saturday Parent Academy Parents are instructed on strategies for raising emotionally healthy children. Workshop titles include: Fathers Only Workshop, Understanding Your Teen, and Mental Health & Wellness.

Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

IMPACT: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school developed and implemented a strategic plan for the identified subgroup to collect, analyze and utilize data to identify and **address the social/emotional developmental health needs of all students in the identified subgroup?**

School's Response:

The school developed and implemented a strategic plan for the identified subgroup to collect, analyze and utilize data to identify and address the social/emotional developmental health needs of all students in the identified subgroup:

- The High School utilizes a variety of methods to report ongoing progress in academic and social areas to students and their families. The information is provided in both English and Spanish.

--

TENET 5 – Social and Emotional Developmental Health – WHAT IS THE IMPACT?

The Impact Statements for Tenet 5 are as follows:

5.2: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

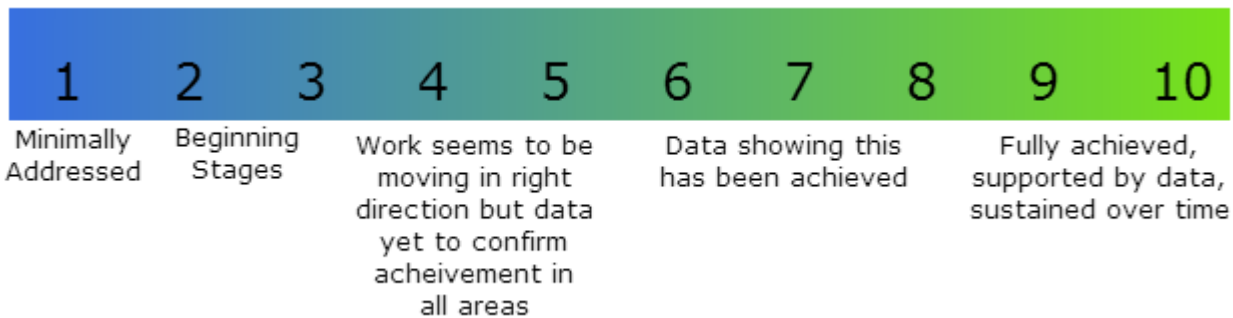
5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

5.4: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

5.5: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response: 8



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?
NYSELAT Testing, NYS Regents Exam student achievement data, RI Scores, Interim Assessments, ALEKS concept mastery reports, and Graduation Rates

TENET 5 –Social and Emotional Developmental Health

Provide response when applicable:

Social and Emotional Developmental Health for the identified subgroup looks different this year compared to previous years:

In what **students** do, **such as**:

- Engage in cooperative learning experiences that allow them to develop social-emotional learning skills.
- Advocate for themselves and explicitly state that they feel safe and supported in their social emotional developmental health growth, and have a voice in decisions that impact their lives.

In what **adults** do, **such as**:

- Provide workshops to facilitate an understanding of the ways in which they can support their children’s social and emotional developmental health.
- Engage students in cooperative learning experiences and opportunities to apply the content to their lives and the world around them in order to develop their ability to employ social-emotional skills.

In the **way the school is organized**, **such as**:

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving Social and Emotional Developmental Health for the identified subgroup are:

The school leader will continue to improve the Social and Emotional Developmental Health of the ELL population by continuing to:

1. Utilize the School Improvement Team and Parent-Teacher-Student Association to expand and improve efforts to involve parents of ELLs/MLLs.
2. Interview students to identify the social/emotional developmental health needs for ELLs to ensure appropriate social/emotional developmental health supports.
3. Provide parents with workshops to facilitate an understanding of the progression within the programs for second language learners offered in the school, course requirements, graduation requirements, and the college application process.

4. Continuing to connect the curriculum to student interest and goals. The linguistic and cultural diversity of the student population will be reflected in the classroom.
5. Engage students in cooperative learning experiences that allow them to develop social-emotional learning skills.

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

IMPACT: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

Modified LAP Guiding Question/SOP Prompt:

- Do school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and **equipped to help students reach those expectations?**

School's Response: The school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and equipped to help students reach those expectations.

- The High School utilizes a variety of methods to report ongoing progress in academic and social areas to students and their families. The information is provided in both English and Spanish.
- Parents are provided with workshops to facilitate an understanding of the progression within the programs for English language learners offered in the school, course requirements, graduation requirements, and the college application process.

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

IMPACT: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social-emotional growth.

Modified LAP Guiding Question/SOP Prompt:

Is the school providing multiple and equitable opportunities for reciprocal communication with families from the identified subgroup to increase staff and families' understanding about student needs and **further support student achievement?**

School's Response:

The school provides multiple and equitable opportunities for reciprocal communication with families from the ELL subgroup to increase staff and families' understanding about student needs and further support student achievement:

- To that end, the Bilingual and ENL Department developed the **Community Plaza / Plaza Comunitaria** to offer parents the opportunity to be active participants in their children's academic growth and success.

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

- **Modified LAP Guiding Question/SOP Prompt:** Has the school's training to parents and to staff on creating and sustaining home-school partnerships with families from the identified subgroup allowed both parties to be able to work together **to support student achievement?**

School's Response:

The schools' training to parents and staff on creating and sustaining home-school partnerships with families from the ELL subgroup allowed both parties to be able to work together to support student achievement.

- Teachers and school administrators track students' progress in great detail utilizing formal, informal and interim assessments, and provide feedback to students and parents.
- Families received the Bilingual Parent Handbook offered English and Spanish which provides pertinent information regarding State regulations, academic expectations and suggested activities which promote learning acquisition at home.

Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

IMPACT: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

Modified LAP Guiding Question/SOP Prompt:

Is data shared in a way that allows stakeholders for the identified subgroup to understand both student and family needs and advocate for services that **address those needs?**

School's Response:

The school leader shares data in a way that allows stakeholders for the ELL subgroup to understand both student and family needs and advocate for services that address those needs using various systems. Various systems are used to provide equity of access of information about community resources so that families can advocate for services for the identified subgroup.

TENET 6 – Family and Family Engagement – WHAT IS THE IMPACT?

The Impact Statements for Tenet 6 are as follows:

6.2: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

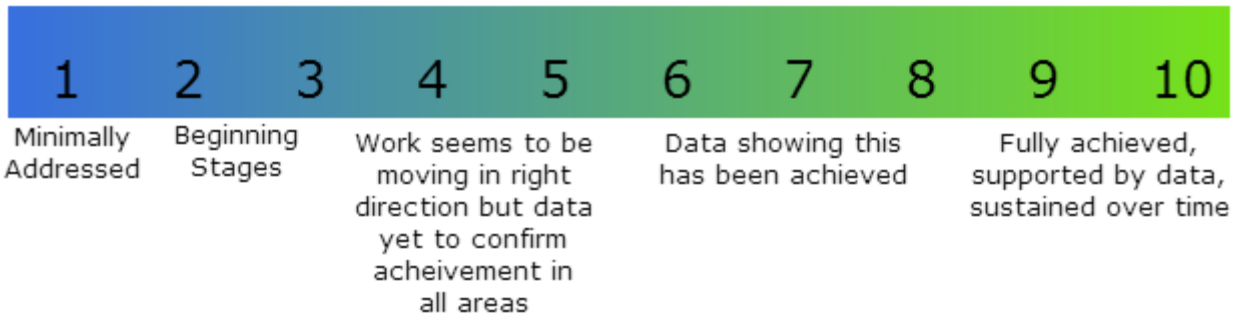
6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

6.4: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

6.5: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response: 8



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

NYSELAT Testing, NYS Regents Exam student achievement data, SRI Scores, Interim Assessments, ALEKS concept mastery reports and Graduation Rates

TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different for the identified subgroup this year compared to previous years:

In what **students** do, **such as**:

In what **staff** do, **such as**:

- Regularly communicate with parents and students about the academic, social and emotional progress of their students.
- Provide opportunities for parents to be involved in supporting student learning

In what **parents/families/community partners** do, **such as**:

In the **way the school is organized**, **such as**:

In **other ways**, **such as**:

The **one to five NEXT STEPS** for improving FAMILY AND COMMUNITY ENGAGEMENT for the identified subgroup are:

The school leader will continue to:

- Teachers and school administrators track students' progress in great detail utilizing formal, informal and interim assessments, and provide feedback to students and parents.
- Families received the Bilingual Parent Handbook offered English and Spanish which provides pertinent information regarding State regulations, academic expectations and suggested activities which promote learning acquisition at home.
- Parents are provided with workshops to facilitate an understanding of the progression within the programs for English language learners offered in the school, course requirements, graduation requirements, and the college application process.
- Various systems are used to provide equity of access of information about community resources so that families can advocate for services for the identified subgroup.

WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole, identify three to five things the school believes it does well for the identified subgroup:
 1. Identification of the 2014 cohort students with extensive outreach to Students with Disabilities (SWD) and English Language Learners (ELL) students.
 2. Targeting students for prep classes in after school and Saturday Academies. Monitoring and intensive programming of cohort 2014 students.
 3. Ongoing Professional Development in the following areas; SIOP Model and Writing to Learn, implementation of the BRIDGES SIFE program, using data to plan and set student goals, Collins Writing, NYSUIT Observation Protocol Framework for Professional Practice, using formative and summative assessments to monitor and revise curriculum, using rubrics with the language of the New Language Arts Progressions to provide specific feedback to students.
2. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:
 1. The influx of immigrant students to the school district during the past three school years, 2015-2016 and 2016-2017.
 2. The rapid increase in the SIFE population during the 2015-2016 and 2016-2017 school year.
 3. The financial challenges associated with this unanticipated enrollment growth. Overall the total enrollment of Brentwood High School has increased by 10%. The percentage of the total population that are ELLs increased from 17% 4 years ago to 22% in the 2015-2016 school year.
3. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes must happen for the identified subgroup that are currently not happening:
 1. Continue the implementation of the Bridges SIFE curriculum to accelerate English language development. Bridges differentiates instruction using guided reading and center learning experiences. Teachers will be able to better meet the needs of SIFE students and prepare them for college and career readiness using the resources, materials and strategies contained in the Bridges curriculum.

2. Job embedded professional development will continue to support the implementation of the Bridges curriculum. On site coaching will continued to used to support teachers as they work to implement the lessons contained in the Bridges curriculum for SIFE students.
3. Focused classroom observations for ENL/ELA and Content area teachers will reinforce best practices for the implementation of the SIOP-Collins instructional practices and strategic implementation. One-to-one feedback will be used to delve deeper into instructional patterns and practices.

Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?
2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?
3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?